NurseLogic® 2.0
NurseLogic® 2.0
Educator Implementation Guide

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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>1</td>
</tr>
<tr>
<td>Features</td>
<td>1</td>
</tr>
<tr>
<td>Benefits</td>
<td>3</td>
</tr>
<tr>
<td>Level of Difficulty</td>
<td>5</td>
</tr>
<tr>
<td>Recommended Use</td>
<td>5</td>
</tr>
<tr>
<td>Implementation Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Examples of Student Learning Strategies</td>
<td>7</td>
</tr>
<tr>
<td>Recommended Time Spent</td>
<td>7</td>
</tr>
<tr>
<td>Product Support</td>
<td>8</td>
</tr>
<tr>
<td>Technical Requirements</td>
<td>8</td>
</tr>
<tr>
<td>NurseLogic 2.0 Module Outline</td>
<td>9</td>
</tr>
<tr>
<td>References</td>
<td>10</td>
</tr>
</tbody>
</table>
Description

NurseLogic® 2.0 is an interactive, media-rich, online tutorial designed to introduce students to the new ATI Helix of Success. This model illustrates how knowledge and clinical judgment, supported by concepts derived from the QSEN competencies and IOM recommendations for nursing education, can prepare the student for academic and NCLEX success. This robust and interactive tutorial introduces nursing students to core concepts relevant to nursing practice, arms students with study and test taking skills, and introduces them to the NCLEX examination process.

Faculty and students both will benefit from a wide array of case studies, applied learning examples, and learning resources that support student success throughout the curriculum. The depth and breadth of the content will provide beginning and advanced students valuable information they can use in classroom and clinical settings.

Features

- **NEW: ATI Helix of Success**
  - Integrates key concepts of nursing into a framework that provides students, graduates, and practicing nurses with the knowledge, skills, and attitudes needed for success
  - Modules focus on concepts related to the ATI Helix of Success, shown as a simulated strand of DNA with vertical strands and horizontal bars.
    - Basis of nursing practice (vertical strands)
      - Knowledge
      - Clinical judgment
    - Nursing concepts (horizontal bars)
      - Client-centered care (nursing process, therapeutic communication, cultural competence, advocacy)
      - Interdisciplinary collaboration
      - Evidence-based practice
      - Quality improvement
      - Informatics
      - Safety
Client education
Professionalism
Leadership
Priority setting

- Extensive use of illustrations and images help explain and clarify concepts.
- Media-rich, client care-focused examples illustrate how concepts/frameworks can be applied to nursing care and test items.
- Videos walk students through the process of critically reading and answering test items.
- 10-item drills at the conclusion of each module reinforce content and enhance learning.
- NCLEX-style tests may be taken at the completion of each module. These tests:
  - Require students to apply the concepts/frameworks discussed in the module to client care situations.
  - Provide enhanced rationales with an overview that explains in detail which concept/framework and what nursing knowledge was needed to answer each item correctly.
  - Provide two levels of testing:
    - 20-item test for beginning-level students
    - 20-item test for advanced-level students
- The **Flag for Review** feature allows students to return to test items they did not previously complete and answer them prior to submitting the test.
- The **Critical Thinking Guide** is a quick reference tool that is available within every module. (Look for the Critical Thinking Guide icon.) It presents the essential elements of the **ATI Helix of Success** and summarizes the key concepts of **NurseLogic 2.0** specifically relating to:
  - Knowledge and clinical judgment
  - Priority setting frameworks
  - Critically reading test items
Benefits

- Promotes student success in nursing education
  
  o Beginning students
    - Offers useful learning strategies and study tips
    - Introduces NCLEX-style testing, the nursing process, QSEN competencies, and other nursing concepts
    - Details priority setting frameworks that can be used for both testing and clinical practice
  
  o Advanced students
    - Reinforces how to make clinical judgments based on nursing knowledge and priority setting frameworks
    - Deconstructs test items
    - Helps prepare for the NCLEX exam
  
  o All students will learn to:
    - Identify personal learning style and use recommended study strategies related to that style.
    - Organize time and study materials, as well as use active, effective reading strategies to enhance knowledge acquisition.
    - Differentiate between foundational and critical thinking.
    - Use nursing knowledge, the clinical decision-making process and critical thinking skills to make clinical judgments.
    - Use priority setting frameworks when providing client care and taking tests.
    - Apply formal, test-taking strategies when taking faculty-generated tests, standardized tests, and the NCLEX.
    - Remediate learning needs using ATI products.
• Promotes student success on the NCLEX
  ◦ Provides test-taking strategies for traditional and alternate format items
  ◦ Reviews what the NCLEX is, how it is structured, and what to expect at the testing site
  ◦ Provides ATI’s top 10 tips for NCLEX success
  ◦ Provides excellent review of nursing concepts, priority setting frameworks, and how to make client care-related decisions

• Promotes success in nursing practice
  ◦ Provides exemplary examples of clinical issues and how to use nursing knowledge, critical thinking skills, and clinical decision making to make sound clinical judgments through real-world scenarios
  ◦ Promotes the value of lifelong learning, as well as the significance of evidence-based practice in the clinical setting
  ◦ Reinforces concepts basic to nursing practice that supports professionalism and the provision of safe, high-quality client care as graduates begin their own nursing practice

• Supports faculty instructional strategies
  ◦ Offers a robust framework to prepare students for success in clinical practice and testing
  ◦ Provides multiple examples of client care situations for use in the classroom
  ◦ Can be integrated into classroom activities or clinical conferences, used to support small group discussions, or as an independent study requirement
  ◦ Supports curricular integration of QSEN competencies and other skills that support contemporary nursing practice
  ◦ A quick and efficient Critical Thinking Guide also can be used in the classroom or clinical setting to review core concepts related to knowledge and clinical judgment along with priority setting frameworks, and test-taking strategies.
  ◦ The modular format allows faculty and students to integrate material into the curriculum in small, relevant units that are customized to the course curriculum.
Level of Difficulty

Two levels of tests are provided for each module. These tests are leveled in relation to the difficulty of the test items that focus on client care-related decisions. This was done to provide level-appropriate items for beginning students and more difficult items for advanced students. A thorough review of NurseLogic 2.0 prior to taking either of these exams is recommended so students can apply the concepts addressed in each module.

- Lower-level items — Beginning students in their first year of nursing education
- Upper-level items — Advanced students in their final year of nursing education

Recommended Use

- Lecture aid (illustrations, test-item videos, case studies, priority setting frameworks)
- Classroom discussion
- Independent study
- Preparation for faculty-prepared exams
- Preparation for standardized exams
- Preparation for clinical practice
- Clinical post-conference
- Remediation activity
- Preparation for NCLEX
- Preparation for initial position post-graduation

Implementation Strategies

- Use during initial nursing courses to introduce students to nursing knowledge and the various levels of thinking.
- Review with students how to study, organize their time and study environment, take notes, and read in a meaningful manner.
- Discuss the use of critical thinking skills in relation to making clinical judgments.

- Help students recognize the role of clinical reasoning and the use of analysis when using the clinical decision-making process.

- Use during initial courses to introduce students to concepts critical to the practice of nursing and care-related concepts.

- Hold a discussion during clinical post-conference about legal and ethical issues related to the use of electronic health records.

- Set up simulated clients who have multiple needs and health alterations, and have students use priority setting frameworks to determine which need should be addressed first.

- Initiate student use of evidence to support classroom assignments and clinical practice.

- Review the role of priority setting frameworks in relation to clinical decision making.

- Prior to faculty-developed and standardized exams, have students review the Testing and Remediation Strategies module that addresses the ABCs of studying and how to prepare for faculty-developed and standardized tests.

- Review how to critically read test items using examples from NurseLogic 2.0.

- Review the various types of alternate format items using video examples from NurseLogic 2.0.

- Familiarize students with the remediation process and the individualized focused review on an ATI assessment score report.

- Review the NCLEX test plan, and have a class discussion of ATI’s top 10 tips for taking the NCLEX.

- Have students take the module test appropriate for their level in the curriculum.
Examples of Student Learning Strategies

- Identify personal learning style and related study strategies.
- Keep a log of study time, study strategies that were used, and interfering factors.
- Support written work and clinical practice with documented evidence.
- Develop a client care protocol based on evidence and best practices.
- Analyze a sentinel clinical event using root cause analysis.
- Develop a client teaching plan that addresses all three domains of learning.
- Maintain a list of time savers and time wasters used during clinical.
- Cite use of priority setting frameworks during clinical decision making.
- Perform a risk assessment on at-risk clients.
- Participate in a mass casualty drill.
- Practice critically reading test items using Learning System tests.
- Complete remediation activities as indicated on ATI Focused Reviews, including remediation templates.
- Take the NCLEX Alternate Item Test (NAIT) on the ATI Web site (https://www.atitesting.com) under the Demo tab.

Recommended Time Spent

- About 1 hour is the amount of time recommended for a student to spend on each module.

- Completing an assessment at the end of a module will require an additional 40 to 60 minutes.
  - Provide students adequate time to read the extensive rationales that provide an analysis of what knowledge and test-taking skills were required to answer the item correctly.
Product Support

At ATI, we pride ourselves on timely and effective support to meet your needs. Please contact us at 800-667-7531 if you need assistance with this product.

Technical Requirements

- For optimal testing experience, we recommend a wired network connection.

- Direct links to downloads for starred (*) programs are provided in the bottom right-hand corner of the ATI Student/Faculty Home Page under “Technical Requirements.”

- Silverlight 4 or higher*

- Adobe Acrobat Reader X or higher*

- Adobe Flash Player 11 or higher*

- Windows XP, Vista, or 7
  - Internet Explorer 8 or higher; 9.0 recommended*
  - Mozilla Firefox 14 or higher*

- Mac OS X 10.5 (Leopard) or higher
  - Mozilla Firefox 14 or higher*
  - Safari 5 or higher*

- Session time-out counter
  - Your browser must allow status bar updates via script for a session time-out counter to be visible.
## NurseLogic 2.0 Module Outline

<table>
<thead>
<tr>
<th>Modules</th>
<th>NurseLogic 2.0</th>
</tr>
</thead>
</table>
| Knowledge and Clinical Judgment (1 hour)                      | • 10-item drill  
• 20-item test for beginning students  
• 20-item test for advanced students |
| • Nursing Knowledge                                            |                                                                               |
| • Learning Styles                                              |                                                                               |
| • Learning Strategies for Success                             |                                                                               |
| • Foundational Thinking                                       |                                                                               |
| • Critical Thinking and Clinical Judgment                     |                                                                               |
| • Clinical Reasoning                                          |                                                                               |
| Nursing Concepts (1 hour)                                     | • 10-item drill  
• 20-item test for beginning students  
• 20-item test for advanced students |
| • Client-centered Care                                        |                                                                               |
| • Interdisciplinary Collaboration                              |                                                                               |
| • Evidence-based Practice                                     |                                                                               |
| • Quality Improvement                                         |                                                                               |
| • Informatics                                                 |                                                                               |
| • Safety                                                      |                                                                               |
| • Client Education                                            |                                                                               |
| • Professionalism                                             |                                                                               |
| • Leadership                                                  |                                                                               |
| • Priority Setting                                            |                                                                               |
| Clinical Priority Setting Frameworks (1 hour)                  | • 10-item drill  
• 20-item test for beginning students  
• 20-item test for advanced students |
| • Maslow’s Hierarchy of Needs                                 |                                                                               |
| • Nursing Process                                             |                                                                               |
| • Airway, Breathing, and Circulation                          |                                                                               |
| • Safety and Risk Reduction                                   |                                                                               |
| • Least Restrictive/Least Invasive                            |                                                                               |
| • Survival Potential (triage)                                 |                                                                               |
| • Acute vs. Chronic                                           |                                                                               |
| • Urgent vs. Nonurgent                                        |                                                                               |
| • Unstable vs. Stable                                         |                                                                               |
| Testing and Remediation Strategies (1 hour)                   | • 10-item drill  
• 20-item test for beginning students  
• 20-item test for advanced students |
| • Preparing for Faculty-developed Tests                       |                                                                               |
| • Preparing for Standardized Tests                            |                                                                               |
| • Critically Reading Test Items                               |                                                                               |
| • Test-taking Strategies                                      |                                                                               |
| • Using Priority Setting Frameworks                          |                                                                               |
| • Mastering Alternate Format Items                            |                                                                               |
| • Taking the NCLEX                                            |                                                                               |
| 200 items                                                     |                                                                               |
References

Module 1


Module 2


**Module 3**


**Module 4**

